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Hughes, Charles Evans. *Conditions of Progress in Democratic Government.*

Pp. 123. Price, \$1.15. New Haven: Yale University Press, 1910.

The lesson that progress in political affairs is not a matter of electoral machinery is a hard one for Americans to learn. Governor Hughes insists that democratic institutions, if they are to succeed, must be a part of the life of the individual. The state cannot live without individual interest. An increase in material prosperity which induces disregard of the civic duties breeds moral unsoundness. "The peril of this nation is not in any foreign foe! We, the people, are its power, its peril, and its hope!" Good-will will never do the work of will. Fear for business interests, friendship, party loyalty, none of these must be allowed to blunt the citizens' zeal for the common good.

In the face of increasing governmental functions we must have an increase in the efficiency of our governmental machinery. Inefficient legislation must be eliminated and, perhaps, most important, the administration of the law by the executive must be improved. The dignity and responsibility of public office must be increased. The party system too has its advantages and its perversions. Mr. Hughes emphasizes the importance of a two party system. He believes it is firmly established in this country. It brings the advantage of focussing public opinion with the danger of creating a party fetish. There follows an excellent discussion of the independence of action which should be preserved even within party lines. The discussion of the difference between faction and party recalls the writings of Burke. The closing pages point out the importance of differentiating local and national issues, the advantages to be reaped through civil service reform, corrupt practices acts and general education which latter after all is the first condition of a real republican government.

These were lectures to college men, but they are lectures for every citizen. There are few of us who, after reading them, will not doubt whether even we are doing all we should for the common weal.

CHESTER LLOYD JONES.

University of Wisconsin.

Hughes, Edwin H. *The Teaching of Citizenship.* Pp. xv, 240. Price, \$1.25.

Boston: W. A. Wilde Company, 1909.

This is a book of suggestions to teachers for increasing our national spirit and imparting warm-blooded patriotism to the citizens of the next generation. The purpose of the book as stated by the author, is "to suggest certain natural and human starting points for the teaching of patriotism and citizenship" whereby teachers may "prepare their charges by certain mental, as well as by emotional exercises, to catch the thrill, to appreciate the privilege, and to take up the duty of good citizenship." The book first shows the need of such teaching by every teacher—no matter what his department—in this age of alleged declining patriotism and commercialism. The difficult reform

of placing more stress on types of peaceful public usefulness as substitutes for the appeal formerly made by the sacrifice of war, must be accomplished. Suggestions of various lessons follow with concrete examples to aid the teachers such as the lessons of instinct, lessons of breadth,—which is not incompatible with patriotism, but rather an outgrowth of true patriotism—lessons of cost, of protection, of benefit, of character and duty.

Under the last head emphasis is placed on the duty of political activity—especially in voting, in participation in the jury service, caucus and primary, and holding office, and in giving an honest administration of public funds. The book is a much-needed help in pointing out our duty of arousing within children a true national spirit which will demand and secure efficient government, and Mr. Hughes has given teachers many new ideas for the practical teaching of citizenship in the schools.

JANNETTE STERN.

New York City.

King, Irving. *The Development of Religion.* Pp. xxiii, 371. Price, \$1.75. New York: Macmillan Company, 1910.

Once in a while in every field a volume appears which really breaks new ground and furthers the development of human thought. Such is the book now under review. Professor King seeks to give, as it were, the natural history of religion. His volume, as his sub-title indicates, is a study in anthropology and social psychology. Man has not increased his mental capacity, but has been building up a complex of psychical concepts and activities from generation to generation. He has sought to put a value on the various phases of human experience. This valuating attitude is a common element of all religions. Religion is a social development, growing out of association in the group. It has not merely molded the previous social institutions, but "is rather an organic part of the general social milieu."

From this beginning, the development of various religious concepts is traced from the belief in a mysterious power or manitou, with an excellent chapter dealing with the relation of magic and religion, the origin of the belief in divine beings and its development, the problem of monotheism and the theory of the supernatural.

In barest form this is the outline of the ground Professor King seeks to cover. He is not attempting to bolster up any theological propositions, but rather to trace actual development. The statement that the social act becomes religious may disturb many conservative people, also the statement that at any stage of culture relative primitive types of action are likely to occur, and hence programs which bear the name of religion always need careful inquiry. Religion, in other words, according to Professor King, is as normal and natural a part of man's social development as is the state, family, or the school. It is a growth from within them, not something injected from without. Religion is essentially a faith, "that the universe, in which we have our being, contains the elements that can satisfy in some way our deepest